



INTENT OF PSHE EDUCATION

This policy outlines the importance of Personal, Social, Health and Economic (PSHE) education, including Relationships and Sex Education (RSE), in safeguarding and preparing pupils for life. It reflects the updated statutory guidance published in July 2025, which schools must implement by September 2026. The policy aligns with St Mary's Catholic vision, values, and overarching school aims.

Purpose and Vision of PSHE and RSHE

PSHE and RSE are essential parts of our curriculum, equipping pupils with the knowledge, skills, and values to live healthy, safe, and responsible lives. They promote safeguarding, resilience, emotional wellbeing, and respect for diversity, covering areas such as online safety, personal safety, mental health, inclusivity, and correct terminology for body parts.

At St Mary's, this learning is rooted in our Catholic ethos and our mission statement: "With Christ, we live, love, learn and grow." Guided by Gospel values and Catholic Social Teaching, PSHE encourages pupils to uphold human dignity, act with respect and responsibility, and live in community and service. These principles help children understand their personal and social development, navigate moral and cultural issues confidently, and appreciate rights, responsibilities, and diversity.

PSHE supports our whole-school mission of preparing pupils academically, spiritually, and socially for life beyond school, enabling them to be thoughtful, loving citizens who live out Gospel values in their daily lives.

IMPLEMENTATION OF PSHE EDUCATION

Subject Content

At Chorley St Mary's Catholic Primary School and Nursery, Relationships and Sex Education (R(S)HE) is taught within the subject of PSHE in line with statutory guidance. PSHE education is defined by the PSHE Association (2024) as: 'PSHE education is the school subject through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.'

Statutory Elements within PSHE

The statutory elements of Relationships Education and Health Education are included within our PSHE curriculum. These cannot be withdrawn from.

Relationships Education includes topics such as:

- Friendships and families
- Respect and consent
- Online safety and managing digital relationships
- Understanding different types of relationships
- Positive communication and conflict resolution

Health Education includes topics such as:

- Physical health and fitness
- Mental health and emotional wellbeing

- Dental health and hygiene
- Healthy diets and nutrition
- Puberty and body changes
- Vaccinations and immunisations

Non-Statutory Sex Education

Sex Education at Chorley St Mary's goes beyond statutory requirements and includes teaching about human reproduction and sexual health. This is delivered through the 'A Journey in Love' scheme, which is taught across all year groups. Parents have the right to withdraw their child from non-statutory Sex Education sessions.

A Journey in Love scheme covers:

- Reception - God loves each of us in our uniqueness
- Year 1 - God's love in our family
- Year 2 - God's love in our community
- Year 3 - How we live in love
- Year 4 - God loves us in our differences
- Year 5 - God loves me in my changing and development
- Year 6 - The wonder of God's love in creating new life

Transparency and Parental Access

We ensure transparency in what is taught. Parents can view teaching materials through various means: samples available in the school office, secure links on the school website, opportunities during open evenings or parents' evenings, and by appointment. This ensures parents are fully informed and involved in their child's learning journey.

Appendices: Curriculum Overview

Please refer to the Long-Term Plan (LTP) and 1Decision scheme documents for detailed curriculum mapping.

Teaching Approach

PSHE and R(S)HE teaching at Chorley St Mary's is progressive, age-appropriate, and builds on prior knowledge to ensure pupils develop understanding step by step. The curriculum begins with foundations in EYFS through Personal, Social and Emotional Development and Understanding the World, and continues through KS1 and KS2 with a well-sequenced programme focused on health & wellbeing, relationships, and living in the wider world.

Building Knowledge Progressively

Learning starts in EYFS through play-based activities, role-play, quality fiction, and reflective discussion. These experiences introduce pupils to PSHE concepts early. In KS1 and KS2, the curriculum builds these foundations using the PSHE school overview to ensure progression across year groups.

Responsibility for Teaching

PSHE and R(S)HE are taught by class teachers and Higher Level Teaching Assistants (HLTAs) who have received relevant training. All adults delivering PSHE are familiar and trusted by pupils, ensuring a safe and supportive learning environment.

Special Events and Themed Weeks

Special events and themed weeks are detailed in the school's programme for personal development. These events enrich the curriculum and provide opportunities for deeper learning and engagement.

Use of External Visitors and Providers

The curriculum may be supplemented by external visitors and providers who enhance learning. All external contributors are vetted for safeguarding and quality purposes, and relevant safeguarding procedures are shared with them. A member of school staff is always present during these sessions. Providers are chosen to meet the needs of our pupils and complement our curriculum.

Current External Providers supporting PSHE (as per Personal Development Programme):

- 1Decision Programme of Study (excluding Growing and Changing module)
- Ten Ten Faith Inspired Resources
- Building Bridges Interfaith Partnership
- Money Matters
- PSHE Association Resources
- Wellbeing Champions (DfHW) trained by Compass Bloom
- Compass Bloom Support for Pupils
- School Counsellor - Cate Brassington

This list is not exhaustive. At times, additional visitors may be invited to complement themed weeks or special events. Parents will be informed in advance, and all content will be checked for suitability and safeguarding compliance before delivery.

Responsibilities

All staff and external visitors have defined roles to ensure the effective implementation of this policy and the highest quality of education.

Role	Responsibilities
Headteacher	Overall responsibility for PSHE/RSE policy implementation Ensure statutory requirements are met Approve external visitors and safeguarding compliance Respond to parental queries and withdrawal requests Monitor provision quality and report to governors
PSHE Lead	Oversee curriculum planning and delivery Provide training and support for staff Monitor teaching quality and pupil outcomes Ensure resources are age-appropriate and approved Liaise with external providers and evaluate input
Class Teachers	Deliver PSHE and R(S)HE lessons using approved resources Create a safe and supportive classroom environment Answer pupil questions in line with policy and safeguarding guidance Be present during external visitor sessions Report concerns to PSHE Lead or DSL
Teachers delivering PSHE	Follow agreed schemes of work Ensure lessons are inclusive and adapt teaching to meet pupil needs Maintain safeguarding standards
Support Staff	Assist in PSHE sessions where appropriate Support pupil engagement Uphold safeguarding procedures
Pastoral Staff	Provide emotional support to pupils Liaise with families where needed Contribute to monitoring pupil wellbeing
Governors	Ensure policy meets statutory requirements Monitor implementation and impact through reports and visits Support high standards of PSHE provision

External Visitors	Familiarise with policy and safeguarding procedures Deliver only pre-approved content Work alongside school staff during sessions Ensure activities are age-appropriate and inclusive
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Right to Withdraw

Parents have the legal right to withdraw their child from non-statutory Sex Education only. This does not apply to Relationships Education or Health Education, which are statutory and cannot be withdrawn from.

Process for Withdrawal:

- Submit a written request to the Headteacher.
- Arrange a meeting to discuss the request and clarify statutory requirements.
- Agree on alternative provision during withdrawn sessions (appropriate educational activities).

Accessibility for All Pupils

At St. Mary's we are committed to ensuring that every pupil can access PSHE education. For pupils with SEND, where appropriate we provide adapted materials, differentiated tasks, and additional support where needed - teachers have access to a range of adaptation strategies for PSHE as part of their CPD. Lessons are planned to be inclusive, taking into account ability, age, development, language needs, and cultural backgrounds. Vulnerable groups such as Disadvantaged pupils, Children Looked After (CLA), Previously Looked After Children (PCLA), Young Carers, and those affected by Adverse Childhood Experiences (ACEs) are identified and supported appropriately. Our approach promotes equality and diversity through a safe learning environment, collaborative strategies, and resources that reflect a wide range of experiences and perspectives.

Parental Access to Curriculum Materials

We believe in transparency and partnership with parents. All PSHE curriculum materials are available for parents to view in the following ways:

- **School Website:** Key resources and curriculum overviews are published online for easy access.
- **Parent Workshops:** When appropriate, we offer workshops to explain content and answer questions.
- **Direct Communication:** Parents can request further information through the school office or via communication platforms such as **Class Dojo**.

We aim to ensure parents feel informed and confident about what their child is learning. If you have questions, you can contact us through the website or Class Dojo, and we will respond promptly.

Answering Questions

At St Mary's, we recognise that pupils may have questions about PSHE and RSHE topics. Teachers will respond in a way that is respectful, age-appropriate, and consistent with our Catholic ethos.

- **Questions about topics not covered in primary sex education:** Teachers will provide simple, factual answers appropriate to the child's age and understanding, without introducing content beyond the agreed curriculum.
- **Questions from pupils withdrawn from sex education:** Staff will respond with factual, age-appropriate information where necessary, for example by using correct anatomical terms and explaining that these are the "doctors' words" for body parts. This ensures clarity without teaching withdrawn content.

- **Protocols and training:** All staff delivering PSHE/RSHE will receive training on the school policy and effective delivery. Each classroom will have an "Ask-it Basket" to allow pupils to submit questions anonymously, and agreed protocols will guide how these are addressed.
- **Correct vocabulary:** Where pupils use incorrect or slang terms, teachers will gently correct them by sharing the accurate vocabulary in a way that supports understanding and maintains dignity.

Our approach ensures that pupils feel safe to ask questions, while responses remain consistent with our Catholic values and statutory guidance.

IMPACT OF PSHE EDUCATION

PSHE education at St Mary's equips pupils with the knowledge, skills, and values to lead healthy, safe, and fulfilling lives rooted in our Catholic ethos. Through a progressive curriculum and inclusive teaching, pupils develop confidence, resilience, and respect for themselves and others. They learn to make informed decisions, build positive relationships, and contribute to their community.

Measurable indicators of impact include:

- **Pupil Voice:** Termly surveys and discussions show increased confidence in managing emotions, understanding relationships, and knowing where to seek help.
- **Safeguarding Awareness:** Monitoring indicates pupils can identify trusted adults and understand personal boundaries.
- **Behaviour and Wellbeing Data:** Reduction in behaviour incidents linked to relationships and emotional regulation; improved wellbeing scores from pupil questionnaires.
- **Academic Engagement:** Evidence of improved participation and collaboration in lessons, supporting overall progress.
- **Parental Feedback:** Positive responses from parents through school questionnaires, Class Dojo and workshops, confirming understanding and support for PSHE content.
- **Monitoring Outcomes:** Learning walks and book studies demonstrate progression in PSHE knowledge and skills across year groups.

This approach ensures PSHE contributes meaningfully to pupils' personal development and prepares them for life beyond school as responsible citizens who live out Gospel values.

Monitoring and Evaluation

At St Mary's, the delivery of PSHE education is monitored through **learning walks, pupil book studies, pupil voice activities, and questionnaires**. Evidence from these processes is reviewed regularly to ensure high-quality provision. Monitoring and evaluation are carried out by the PSHE lead and senior leadership team as part of the wider **personal development and well-being review**, feeding into whole-school improvement planning. This approach ensures that PSHE remains robust, inclusive, and responsive to the needs of all pupils.

Consultation and Updates:

	Staff	Governors	Pupils	Families
Consultation has taken place:	Date: Autumn Term 2 2025	Date: November 2025	Date: Ongoing	Date: November 2025

Date formally approved by Governors:		
Date policy reviewed:	November 2025	Next Review Date: September 2026
Person(s) responsible for implementation & monitoring:	J. Nicklin (PSHE & RSHE lead)	

Appendices -

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf